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ABSTRACT

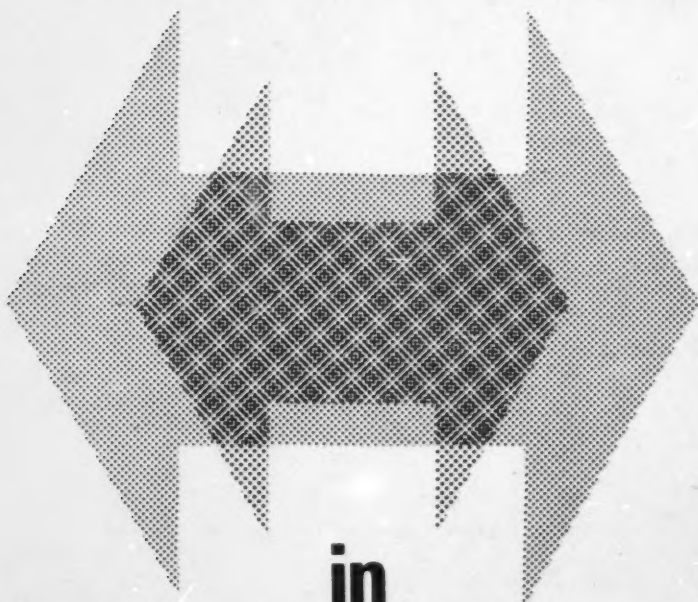
The guidelines outlined in this pamphlet were developed in cooperation with members of local parent advisory councils and school officials. The guidelines describe the rationale for parental involvement, the specific steps to be taken in organizing parent advisory councils, and the roles and responsibilities of these councils. (CLK)

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Guidelines for Parental Involvement



in Transitional Bilingual Education

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Massachusetts Department of Education
Division of Curriculum and Instruction
Bureau of Transitional Bilingual Education

Guidelines for Parental Involvement in Bilingual Programs

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INTRODUCTION

The guidelines contained herein were developed by the Bureau of Transitional Bilingual Education in cooperation with members of local parent advisory councils and school officials charged with the implementation of Chapter 71A, of the General Laws, Acts of 1971, Transitional Bilingual Education.

These guidelines describe the rationale for parental involvement, the specific steps to be taken in organizing parent advisory councils, and the roles and responsibilities of these councils.

The guidelines contained herein dated February 1, 1976, replace any and all parent advisory council guidelines previously issued by the State Bureau of Transitional Bilingual Education.

A. RATIONALE

It is a fundamental right of parents in a democratic society to participate in the educational process of their children.

The involvement of parents and community members provides support for the implementation of educational programs.

When administrators, teachers, parents and community members participate on an equal footing, working cooperatively, communication is improved and a better educational program is thus obtained.

Parents and community members willingly participate in the educational process when they become aware of the educational needs of their children, and are able to contribute to this process.

Research and the experience of those involved in school-community activities indicates that parental involvement produces positive effects.

Chapter 71A, the Transitional Bilingual Education Act, mandates the participation of parents of children of limited English-speaking ability in the planning, development and evaluation of Transitional Bilingual Education programs.

B. PAC REGULATIONS PURSUANT TO CHAPTER 71A OF THE GENERAL LAWS, ACTS OF 1971, TRANSI- TIONAL BILINGUAL EDUCATION

All local education agencies required to provide transitional bilingual education programs shall provide for parental involvement under Regulations 38, 39, 40, 41 and 42 of Chapter 71A, Transitional Bilingual Education of the General Laws, Acts of 1971, Transitional Bilingual Education. The text of these regulations is cited below.

38. For the 1973-1974 school year and thereafter each school district operating a Transitional Bilingual Education program shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education. The Parent Advisory Committee shall be comprised of parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs. The Parent Advisory Committee shall have at least five (5) members including one or more representatives from every language group in which Transitional Bilingual Education is conducted in the district. Members of the Parent Advisory Committee shall be selected in a manner which fairly represents the views of parents of children in Transitional Bilingual Education programs.

39. The Parent Advisory Committee shall meet regularly with school officials

and at least once annually with the school committee to participate in the planning, development and evaluation of the district's Transitional Bilingual Education program, Members of the PAC shall have access to Transitional Bilingual Education program records.

40. The Parent Advisory Committee may appoint subcommittees (sub-PACs) for different language groups and/or schools participating in the district's Transitional Bilingual Education program.

41. After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each member of the Parent Advisory Committee.

42. Parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs who are members of Title I Parent Advisory Committees shall be eligible to participate on Parent Advisory Committees established under the Act and regulations.

C. GUIDELINES: *Parent Advisory Councils in Transitional Bilingual Education Programs*

1. *General Requirement*

1.1 *Formation and Maintenance of Parent Advisory Councils*

Local educational agencies required to offer programs in Transitional Bilingual Education pursuant to the provisions of Chapter 71A, of the General Laws, Acts of 1971, Transitional Bilingual Education, shall ensure in accordance with said provisions, the formation and maintenance of a parent advisory council (PAC)* for parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs for each such language group so enrolled.

2. *Membership*

2.1 *Obtaining Membership in a PAC*

To obtain membership in a PAC one shall be duly elected by the membership, except that in the initial developmental stage an *ad hoc committee* may be established to organize the PAC in which case two thirds of the *ad hoc committee* shall be parents of children enrolled in a transitional bilingual program.

2.2 *Members Other Than Parents*

Individuals other than parents of children enrolled in a transitional bilingual education program such as community representatives, community advocates, students and representatives of non-secular organizations may become members of a PAC.

2.3 *Maximum Membership of Non-Parents*

PAC members other than parents of children enrolled in a transitional bilingual education program shall constitute a maximum of one third of the total of the duly elected PAC membership.

*PAC is the acronym to be used throughout this text to designate *Parent Advisory Council*

2.4 *Limitations on Membership Turnover*

To insure PAC continuity there shall be no more than a fifty percent turnover in a given election.

2.5 *Other Participants*

Other interested parties, viz, teachers, administrators, community leaders, advocates, students and others may participate in PAC meetings upon the invitation of the PAC. Policies for said participation shall be determined and defined by the local PAC and those policies shall not be in conflict with the mandates and guidelines of Chapter 71A, of the General Laws, Acts of 1971, Transitional Bilingual Education.

2.6 *Parent Membership*

Any parent of a child enrolled in a transitional bilingual education program shall be eligible to become a member of a parent advisory council.

3. *Voting*

3.1 *Voting Rights of Parents*

Any parent of a child enrolled in transitional bilingual education programs shall have the right to vote at any PAC meeting.

3.2 *Voting Rights of Duly Elected Non-Parent Members*

All duly elected members who are non-parents of children enrolled in transitional bilingual education programs shall have the right to vote at every PAC meeting.

3.3 *Duly Constituted Voting Quorum*

A voting quorum is one in which two thirds of those casting votes shall be parents of children enrolled in a transitional bilingual education program. Individuals legally employed by the local school district should not be included in the constitution of a voting quorum.

3.4 *Passing Resolutions and Election of Members and Officers*

To pass a resolution and to duly elect members and officers a majority vote of a duly constituted voting quorum is required.

4. *Officers*

4.1 *Election of Officers*

PAC officers shall be elected by a duly constituted voting quorum.

4.2 *Tenure of Officers*

PAC officers should serve for a one-year term with the exception of the first year of the PAC's operation.

4.2.1 In the case of a PAC operating in its first year fifty percent of the officers elected shall serve for a two-year term.

5. *Role of the Local School District*

5.1 *Obligation to Support and Sustain a PAC*

Transitional Bilingual Education regulations make it clear that local education agencies have an obligation to support and sustain their parent councils for transitional bilingual education purposes. In general, this means a local education agency must actively include parent council members in the planning, development and evaluation of transitional bilingual education programs, provide the PAC with the information it needs to function effectively, and develop a procedure for handling the concerns of parents.

5.2 *Plan to Implement Parental Involvement*

The local education agency shall submit to the State Bureau of Transitional Bilingual Education a plan to implement the parent involvement provision of the Transitional Bilingual Education mandate. This plan shall constitute that portion of the local program plan narrative under *related services parent participation* (Section 111.B).

5.2.1 *Specification of Roles and Responsibilities*

The plan shall clearly specify the roles and responsibilities of the local education agency and of the parent advisory council.

5.2.2 *Fiscal Support*

The plan shall include evidence of fiscal support for the PAC for necessary support activities. Some of these are cited under 5.3 below.

5.2.3 *Working Guidelines*

The plan shall include guidelines established in agreement both with the PAC and the local school agency as to *what* each can expect from the other and how they will work together.

5.2.4 *Communication Flow*

The plan shall specify the establishment of a system of logging communication to ensure both the flow of information and access to records including student records in accordance with other pertinent regulations.

5.3 *Provision of Means to Participate in Planning, Development and Evaluation*

The local education agency shall provide the PAC with the *necessary means* to participate in the planning, development and evaluation of the local transitional bilingual education program. In addition to other activities the following activities shall constitute part of the said *necessary means*.

5.3.1.* *PAC Funds*

The local education agency shall provide funds for PAC related activities including funds for transportation and lodging to attend local, regional or national meetings of a relevant nature.

5.3.2* *PAC Training*

The local education agency shall develop and maintain training programs for the PAC membership.

- Expenditures for these activities and other PAC related activities such as expenditures for the translation of documents are reimbursable under the provisions of the Transitional Bilingual Education Act.
- 6. *Role of the PAC in Program Planning, Development and Evaluation*
- 6.1 *Advisory Capacity*

The parent advisory council shall serve as an advisory body to the local education agency in the planning, development and evaluation of a transitional bilingual education program as required by Chapter 71A, of the General Laws.

Cited below are a number of additional specific ways in which this mandate should be implemented jointly by the local school agency officials and the parent advisory council.
- 6.2 *Planning and Development Meetings for Transitional Bilingual Education Letter of Intent*

During the months of September, October and November *Planning and development* meetings shall be conducted to *plan and develop* the transitional bilingual education *letter of intent* for the next school year including any summer programs planned to precede said next school year.
- 6.2.1. *Submission of Letter of Intent to the Master PAC*

A completed version of the *letter of intent* shall be submitted to a Master PAC meeting scheduled for the explicit purpose of discussing said letter of intent and said meeting shall take place at least 30 days prior to November 1.
- 6.2.2 *Submission of Letter of Intent to the Local School Committee*

The local school district's *letter of intent* jointly developed by input from officials of the local school agency and advice from the PAC shall be submitted to the local school committee at least 30 days prior to December 1, to ensure ample opportunity for additional parental council advice, if needed, before official submission of the document to the State Bureau of Transitional Bilingual Education.
- 6.2.3. *Submission of Letter of Intent to the State*

The local school district's *letter of intent* shall be submitted to the State Bureau of Transitional Bilingual Education on or before December 1.
- 6.3 *Planning and Development Meetings for Transitional Bilingual Education Plans*

During the months of January, February and March *planning and development* meetings shall be conducted to *plan and develop* the transitional bilingual education *program plan* for the next school year including any summer programs planned to precede said next school year.
- 6.3.1 *Submission of Program Plans to the Master PAC*

A completed version of the transitional bilingual education *program plan* shall be submitted to a Master PAC meeting

scheduled for the explicit purpose of discussing said program plan and said meeting shall take place by January 31.

6.3.2 *Submission of Program Plans to the Local School Committee*

The local school district's transitional bilingual education program plan jointly developed by input from officials of the local school agency and advice from the PAC shall be submitted to the local school committee at least 30 days prior to March 31 to ensure ample opportunity for additional parental council advice, if needed, before official submission of the document to the State Bureau of Transitional Bilingual Education.

6.3.3 *Submission of the Program Plans to the State*

The local school district's program plan shall be submitted to the State Bureau of Transitional Bilingual Education on or before March 31.

6.4 *PAC Participation in On-Going Program Development*

PAC members shall have the right to participate in the following activities:

6.4.1 To visit transitional bilingual education classes.

6.4.2 To provide assistance to the local school agency for special activities such as needs assessment.

6.4.3 To visit other transitional bilingual education programs in the state.

6.4.4 To attend workshops, conferences and meetings relevant to PAC matters.

6.4.5 To promote new educational services needed in the community.

6.4.6 To gather and disseminate information and to cooperate with other agencies in this effort.

6.4.7 To conduct workshops to promote cultural awareness among citizens, school personnel and others.

6.4.8 To participate in the interviewing process for the hiring of personnel designated to work in a transitional bilingual education program.

6.5 *PAC Participation in Program Evaluation*

In principle transitional bilingual education program evaluation should be conducted cooperatively by the local school agency and the local PAC.

6.5.1 *Annual Review of the Local Transitional Bilingual Education Program*

Pursuant to Regulation 33, Chapter 71A, General Laws, Acts of 1971, Transitional Bilingual Education, the PAC shall be represented on the committee designated to conduct the annual review of the local education agency's transitional bilingual education program.

6.5.2 *Program Reviews and Evaluations by Other Agencies*

The PAC shall be represented in any local transitional bilingual education program review or evaluation conducted by the State, the local school district itself or other agencies.

6.5.2.1 Observations and recommendations made by the PAC representatives shall be given due consideration.

6.6 *Evaluation of the Parent Advisory Council*

The operation and activities of the PAC itself shall be evaluated after its first full year of operation and periodically thereafter.

6.6.1 The evaluation of the PAC should involve both school officials and PAC members.

7. *Designation and Functions of a PAC Coordinator*

7.1 *Designation of a PAC Coordinator*

The local school committee shall designate a PAC coordinator(s) to ensure the development of parental involvement through the establishment of local PACs to include PACs for each linguistic group represented in the local transitional bilingual education program. Note that expenditures for this activity are reimbursable.

7.2 *Functions of a PAC Coordinator*

The PAC coordinator shall serve as a liaison between the local school agency and the PAC and shall engage in the following activities.

7.2.1 Initiates meetings until a PAC is organized and in this effort informs parents of their rights and responsibilities under Chapter 71A, of the General Laws, Acts of 1971, Transitional Bilingual Education.

7.2.2 Takes measures to ensure adequate attendance of PAC members.

7.2.3 Contacts personally each PAC member at least one week prior to the date of scheduled meetings.

7.2.3.1 School districts may upon approval of the state use a different approach if deemed more effective.

7.2.3.2 Keeps active records of all PAC meetings.

7.2.4 Ensures that all PAC members receive the minutes of the preceding meeting as well as the agenda for the next meeting prior to the next assembly.

7.2.5 Maintains a list of names, addresses and telephone numbers of all the members of the PAC.

7.2.6 Develops and maintains an information, training and technical assistance program for the PAC members.

7.2.7 Completes all tasks related to the development and maintenance of the PAC.

7.2.8 Organizes all PAC activities in cooperation with the head of the transitional bilingual education program, bilingual teachers, community based teacher-aides and community agencies.

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- 7.2.9 Through contacts with the parents, identifies and collects lists of names containing potential PAC members.
 - 7.2.10 Conducts workshops relevant to community involvement to encourage membership and to sustain parental involvement.
 - 7.2.11 In the initial developmental stages of organizing a PAC, *calls* preliminary meeting(s) to create a PAC and takes necessary measures to solicit attendance of potential members.
 - 7.2.12 Informs participants during the course of organizational meeting(s) of the rules and regulations governing transitional bilingual education programs.
 - 7.2.13 Takes measures to ensure the election of pro-tem officers to provide leadership during the initial development stage of organizing a PAC.
 - 7.2.14 Takes measures to ensure that each school in the local school district is represented in a PAC.

8. *Types of PACs*

Obligation to Form Multilingual and Unilingual Master PACs

Wherever appropriate as in a multi-language transitional bilingual education program or a large one language transitional bilingual education program the local school agency shall take measures to form a *multilingual or unilingual Master PAC* and sufficient multilingual or unilingual Sub-PACs to ensure adequate school district-wide representation of parents from linguistic groups of children enrolled in local transitional bilingual education programs.

8.1. *Master PAC*

In a multilingual or extensive unilingual transitional bilingual education program representation shall be ensured for each Sub-PAC in a system-wide Master PAC.

8.2 *SUB-PAC*

- 8.2.1 A Sub-PAC shall be either multilingual or unilingual depending on the language composition of the school district.

- 8.2.2 Whenever there are parents from more than one language group in a local school district whose children are enrolled in a transitional bilingual education program then *distinct* linguistic Sub-PACs for each language group shall be formed.

- 8.2.3 A Sub-PAC shall consist of a minimum of five parents of children enrolled in a transitional bilingual education program.

9. *Organization of a PAC*

9.1 *Need for Structure*

The local parent advisory council is a self-determining organization and like any other formally constituted group must have an organizational structure.

9.2. *Structure of a PAC*

While many types or organizational structures exist, the council may choose to consider the following as a minimum plan:

Chairman

Assistant or co-chairman

Recording secretary

Committee chairmen in such areas as:

Training

Parental involvement activities

Data collection

Evaluation

Parliamentarian

9.3 *Rules of Order*

After members have agreed on some type of structure, they should consider the formulation of by-laws, the tenure and replacement of members, attendance requirements, and the frequency and length of meetings. "Robert's Rules of Order" may serve as a useful resource document in determining the rules and procedures of the council. Rules of order must comply with the statutory requirements of Chapter 71A, of the General Laws, Acts of 1971, Transitional Bilingual Education.

9.4 *Meetings Schedule*

Once a PAC is formed, the PAC chairman in cooperation with the PAC coordinator shall call for *frequent* meetings with school officials to discuss various aspects of the local transitional bilingual education program including the maintenance of the PAC through training and support activities.